

Accommodations and Districtwide Assessment

Special Education Programs
Spring 2007



Student Participation in Assessments

- The participation of all students, including students with disabilities, in assessments is required by the following federal laws:
 - No Child Left Behind (NCLB)
 - Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
 - Americans with Disabilities Act



Include All Students

- To include all students in standards-based instruction and assessments:
 - Provide accommodations during instruction and assessment to increase access
 - Use alternate assessments for students with significant cognitive disabilities
 - Follow state guidelines for decisions about assessments for students with disabilities

<http://doe.sd.gov/oess/specialed/news/docs/AssessmentFlowchart.pdf>



Include All Students (cont.)

- Regular assessment without accommodations
- Regular assessment with accommodations
 - English Language Learners
 - Students with Disabilities
 - Students on a 504 plan
- Alternate Assessment for students with significant cognitive disabilities



Flowchart for assessment determination on IEP



Revised 9/06

Accommodations

- Definition: Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable instructional and assessment access



Accommodations (cont.)

- Accommodations reduce or eliminate the effects of a student's disability and do not reduce learning expectations.
- Some accommodations are appropriate for instruction but not for assessments.



What are accommodations?

"Accommodations are more appropriately viewed as leveling the playing field; they do not supply the knowledge necessary to pass tests"



Cohen, Gregg, & Deng (2005) p. 231

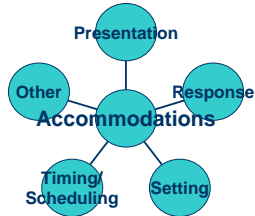


Eligibility for Accommodations

- To be eligible for accommodations, the student must:
 - Have a disability that necessitates accommodations
 - Have documentation on file at school that supports the need for the accommodation
 - Receive and use the requested accommodations for instruction and at least 5 weeks prior to assessment



Accommodations Categories



Presentation Accommodations

- Presentation Accommodations
 - Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are visual, tactile, auditory, and multi-sensory.



Presentation Accommodations (cont.)

Reading			Mathematics			Science			Accommodation Criteria	Accommodations for Special Populations
IEP/ 504	LEP		IEP/ 504	LEP		IEP/ 504	LEP			Presentation Accommodations
✓			✓			✓			1	Large-print test booklets and/or answer documents
✓			✓			✓			2	Visual aids (magnifiers, templates)
✓			✓			✓			3	Sign language (ASL, cued speech)
✓			✓			✓			4	Abacus for visually impaired VI students
✓			✓			✓			5	Braille test booklets
✓	✓	✓	✓	✓	✓	✓	✓	✓	6	Test items read aloud, including audiotape/cd and assistive technology (does NOT include Reading Comprehension passages)
✓	✓	✓	✓	✓	✓	✓	✓	✓	7	Repeating and/or simplifying directions
✓	✓	✓	✓	✓	✓	✓	✓	✓	8	Amplification equipment (hearing aid, auditory trainer)
									9	N/A - DO NOT GRID ON THE DEMOGRAPHIC INFORMATION PAGE
			✓			✓			10	Talking calculators, provided the student is tested individually or with the use of headphones



Response Accommodations

- Response Accommodations
 - Allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.



Response Accommodations (cont.)

Reading		Mathematics		Science		Accommodation Codes
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP	
✓		✓		✓		11 Responses marked directly in test booklet or on large-print answer document, also includes oral, sign language, Braille, and recorded responses to test items (answers must be transcribed to a scorable answer document by scribe)
✓		✓		✓		12 Large-diameter pencil, pencil grip, special pencil or pen
✓	✓	✓	✓	✓	✓	13 Use of dictionaries, word lists, glossaries
✓	✓	✓	✓	✓	✓	14 Visual organizers (i.e. templates, masks, markers, graph paper, rulers)



Setting, Timing and Scheduling Accommodations

- Setting Accommodations
 - Change the location in which the student receives instruction or participates in an assessment or the conditions of the setting.
- Timing/Scheduling Accommodations
 - Increase the allowable length of time to complete a test or assignment and may also change the way the time is organized.



Setting, Timing and Scheduling Accommodations (cont.)

Reading		Mathematics		Science		Accommodation Codes
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP	
✓	✓	✓	✓	✓	✓	15
✓	✓	✓	✓	✓	✓	16
✓	✓	✓	✓	✓	✓	17
✓	✓	✓	✓	✓	✓	18
✓	✓	✓	✓	✓	✓	19

Setting, Timing, and Scheduling Accommodations	
15	Environmental modifications (i.e. special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carpets, special seating)
16	Small-group administration
17	Individual administration
18	Home/Hospital Setting
19	Flexible schedules (i.e. time of day, multiple breaks, etc.)

Other Accommodations

- Temporary (either with 504 plan or amend IEP)
 - Example: Broken dominant hand
- Other accommodations not listed must be approved SD DOE



Other Accommodations (cont.)

Reading		Mathematics		Science		Accommodation Codes
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP	
						20

Other (with prior approval from SD DOE)

Modifications

- Definition: Modifications are changing, lowering, or reducing learning or assessment expectations
- May result in implications that could adversely affect a student throughout that individual's educational career



Modifications (cont.)

- Examples include
 - Requiring a student to learn less material
 - Revising assignments or tests to make them easier
- Modifications are not allowed for statewide assessment and will NOT be counted toward proficiency or participation in AYP calculations



Documenting Accommodations

- Accommodations must be clearly documented in the IEP
 - Instructional accommodations
 - Assessment accommodations





Coordinating the Logistics

- Map out logistics of providing accommodations
 - Who will arrange, coordinate, and provide assessment accommodations
 - Prepare for the implementation of accommodations prior to, on, and after day of assessment.



Prior to Day of Assessment

- Be certain test administrators and proctors know the accommodations that must be provided to individual students and know how to administer accommodations
 - Directions for readers, scribes, and sign language interpreters in TCH
- It might be helpful to develop a data base to monitor how accommodations will be delivered
 - Have teachers submit accommodation list for each student



Prior to Day of Assessment (cont.)

- Know where a student with an "extended time" accommodation will finish the assessment
- Know where a student with a "read aloud" accommodation will take the assessment
- Know how to administer accommodations



Follow Through on Day of Assessment

- Test administrators must understand the importance of:
 - Ethical Testing Practices
 - Standardization
 - Test security



Ethical Testing Practices

- Unethical practices or inappropriate interaction between test administrator and student include:
 - “Coaching” student during test
 - Editing student responses
 - Giving clues in any way
 - Changing the content by offering additional information



Ensuring Standardization

- Standardization is the adherence of uniform administration procedures and conditions during an assessment
 - It is necessary to ensure that test results reflect actual student learning
 - The objective is to make fair comparisons between all students
- Use Testing Irregularity form to document changes to expected administration



Test Security

- Test security is to ensure the confidentiality of test questions and answers
 - Keep testing materials in a secure place
 - Keep all test content confidential; do not reveal test content to anyone
 - Return all materials as instructed



Planning for Accommodations

- Plan prior to assessment
 - Who will be providing the accommodation
 - Where will the testing occur
 - Is any special equipment or additional personnel required
 - Have the appropriate staff received training in providing the accommodation for assessment
 - Is the student familiar with the procedures and the testers



Coordinating the Logistics



- Be prepared for assessment day. Have a plan and review it with appropriate personnel, even if it seems obvious.



Additional Resources

- South Dakota Accommodations Manual
<http://doe.sd.gov/oess/specialed/forms/pdf/SDAccommodationsManual.pdf>
 - Accommodations Train the Trainer Workshop, Pierre, March 6
- Dakota STEP-A Resources
<http://doe.sd.gov/oess/specialed/news/altassessment.asp>



Districtwide Assessment

- Special Education Programs found out of compliance for districtwide assessment
 - Must develop guidance for districts
 - Must determine what districts are administering districtwide assessment and if following appropriate procedures
 - Must report to OSEP July 1, 2007



Districtwide Assessment

Districts administering districtwide assessments must:

- Include all children with disabilities in all districtwide assessments.
- Determine allowable accommodations and establish guidelines
- Have available an appropriate alternate assessment
- Use universal design principles in developing and administering any assessments.
- If districtwide assessment results are reported publicly, districts must report results for students with disabilities (on both the district assessment and district alternate) with the same frequency and detail as students who do not have disabilities.



Districtwide Assessment

- District must report with the same frequency and in the same detail for students with disabilities as it reports on the assessment of nondisabled children:
 - number of children with disabilities participating in regular assessments, and the number provided accommodations
 - number of children with disabilities participating in alternate assessments
 - performance of children with disabilities compared with the achievement of all children



Questions

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